

MPA MANAGEMENT PLANNING, PART 2

MODULE 5

Case Study: Hon Mun MPA

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Acknowledgements

The material in Days 4, 5, and 6 was derived from:

NOAA Coastal Services Center's "MPA Management Planning for Effectiveness" manual and from the "How is Your MPA Doing?" guidebook.

Every participant will also receive a copy of the guidebook.

OVERVIEW

The planning process is crucial in the success development of the overall management plan. This module will go through the planning process, step by step and lead to the development of a site plan.

Together, modules 4, 5 and 6 are designed to help participants develop skills and facility with the tools and processes of management planning, including strategic planning, planning process, performance indicators, and effectiveness evaluation. Today's module, module 5, concentrates on planning processes and their relationship to site plans. All information developed today should draw on the front-end assessment that was completed yesterday.

LEARNING OBJECTIVES

- ✓ Understand the process for management plan development and why it is useful
- ✓ Learn the components of a planning process and how it relates to site plans
- ✓ Practice development of a planning process and a site plan for a real MPA

INDICATORS OF EFFECTIVE KNOWLEDGE

At the end of yesterday's module (module 4), participants developed skills to:

- Discuss the roles and utility of various kinds of management plans
- Describe the drivers, baselines, and niche of their aquatic preserve program
- Use the SCORE Card approach to enable more effective MPA planning

During today's module (module 5), participants will develop these skills:

- Understanding of the role and purpose of planning processes
- Ability to create a basic planning process at the project and site scale

Day 6 will add further skills and knowledge relating to performance measures.

Assessing what you have learned about Management Planning

At the end of this three-day Management Planning section, you will have produced a complete outline for a site plan and evaluation plan for a MPA. You will discuss with your partners and with the group, what you have learned, what further skills and knowledge you wish to acquire, and where you can find the information that you want.

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Long-term indicators of effective management planning skills:

- ✓ Ability to identify whether a site plan, regional plan, or system plan is appropriate
- ✓ Ability to distinguish between strategic and operational planning
- ✓ Ongoing awareness of drivers, baselines and niches of their MPA
- ✓ Ongoing capability to initiate development of new plans as needed
- ✓ Ability to develop a planning process for application to a real-world situation

LESSON PLAN

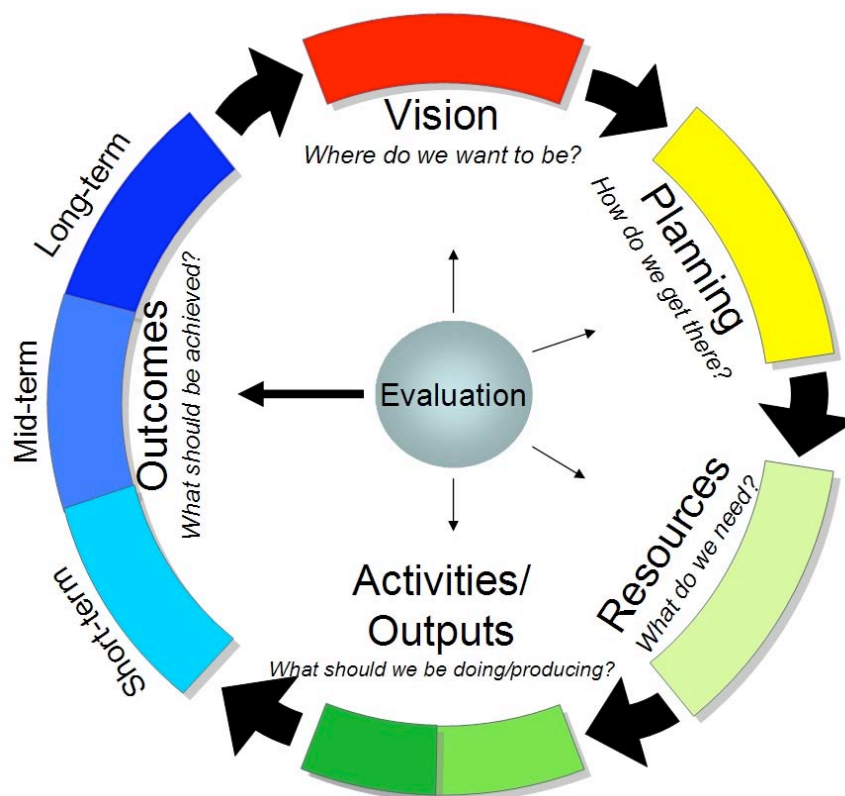
CASE STUDY: Hon Mun MPA

5.1 REVIEW OF DAY 4 MANAGEMENT PLANNING STEPS

The instructor will review the important concepts of day 4.

5.2 PROGRAM DESIGN & PLANNING PROCESSES

Managing for Success



Based on the information generated during the front-end assessment it is now time to articulate strategic goals and outcomes for the MPA site. This diagram represents the adaptive management cycle which allows for feedback at each level in the dynamic process. This allows the manager to respond to uncertainty and natural variations by changing management activities

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to better address the desired outcomes. Once initial outcomes are achieved, it encourages planning for the next outcomes based on successes or failures of the original outcomes.

It is during the planning process when desired outcomes, activities, and resources are identified. Evaluation will be based on the availability of the resources, the efficiency and appropriateness of the activities or management strategies selected, and if and why the desired outcomes are achieved.

What is a Planning Process?

A planning process is a flow diagram of a program with defined goals, inputs, outputs, and outcomes, connected through causal links. It provides a visual depiction of what outcomes a program will produce, and how it will produce them.

Planning processes are also called “logic models.”

Components of Planning Processes

External influences

Long-Term Outcomes – describe the intended ultimate impacts or objectives of the program on the issues. They might be social, economic, environmental, or individual consequences.

Mid-Term Outcomes – describe expected impacts on the environment or audience’s behavior based on the continuation of the program or a number of projects.

Short-Term Outcomes – describe the expected immediate impacts of the program or project (audience reactions or abilities, change in the environment).

Internal influences

Outputs – physical products resulting from activities needed to achieve the desired outcomes.

Activities – what you spend your time doing in order to achieve the desired outcomes, produce the necessary outputs, or obtain resources.

Resources – the time, money, human resources, office space, utilities, equipment, supplies, management and partner support, etc. needed to accomplish the program.

Four Steps of Developing a Planning Process

Handout 5.1: Project Planning Process Worksheet

Exercise 5.1 - Practicing the Four Steps of a Planning Process

As the instructor describes the four steps of developing a planning process, follow along on your planning process worksheet. Fill in the outcomes, activities, and outputs on the worksheet and assess the resulting process. The instructor will guide you through this process.

STEP 1: What are the desired impacts (outcomes)?

Identify the impacts (outcomes) of the project on the intended audience and/or issues (as long-, mid- and short-term outcomes).

- What is the final or ultimate impact you want your program to have? This is the long-term outcome.
- What is the logical progression of changes that need to occur to the audience and the issue to reach this? These are short-term and mid-term outcomes.

Write your short-, mid-, and long-term outcomes on the right side of the planning process.

By identifying the expected project outcomes first, the project can be designed more efficiently. Any activities or outputs that do not contribute to achieving those outcomes should not be done.

STEP 2: What activities and outputs contribute to achieving those outcomes?

- What are the most effective activities, techniques, information, or other tools that will help move the audience or resource from its current state to the desired state (the expected outcome)?

To the left of your outcomes, list the activities and outputs that will support achievement of those outcomes. Make sure each of the activities and outputs support or lead to a desired outcome.

STEP 3: List the resources needed and/or available

Consider the resources needed to achieve the desired impact.

- Which of these are available, and which are not? Is it possible to obtain the missing resources? (If not, return to Step 1.)

To the left of your activities and outputs, list the resources needed or available to undertake the project. Ask yourself if the resources you have listed are sufficient to achieve the desired outcomes? If not, can you obtain the resources you need to achieve the outcomes? How? If you do not have or cannot obtain the necessary resources, amend the objectives to be realistic.

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STEP 4: Read the model

Read the planning process diagram from left-to-right as a series of “If . . . then . . .” statements.

- Do the statements make sense when read left to right?
- Are these statements logical? Can you make logical connections between each activity and output, and an intended outcome?
- Do the outcomes reflect your objectives?
- Are sufficient resources available to achieve the objectives?

If you answer *NO* to any of these questions, review the planning process, determine what is not logical, and revise as needed.

Exercise 5.2 - Developing a Full Planning Process

Work in pairs to construct a planning process for a project they are working on. Pairs exchange and critique each other's planning processes. When you have finished working with your partner please discuss your planning process with the group.

Benefits & Limitations of Planning Processes

Benefits of planning process:

- Shows how all the components fit together
- Helps individuals see how they contribute to the mission of the group
- Helps connect how resources are used and impacts from their use
- Helps identify appropriate indicators of performance effectiveness
- Basis of planning, evaluation, and management decisions

Limitations of planning processes

Some issues to watch out for when you are making a planning process diagram:

- Do not become overly concerned with the language
- Do not forget the connections. They are what make the process logical.
- Remember that planning processes are not the same thing as evaluation
- Do not confuse a planning process and performance measures with evaluation
- Do not view the process as completely linear
- Do not mix scales (different level of detail at different levels of organization)
- Do not use the planning process solely as an activity that will not produce results
- The planning process is not a panacea (or ultimate solution)

CASE STUDY: NOAA Management Plans

5.3 FROM PLANNING PROCESSES TO SITE PLANS

Preparing to Write a Site Plan

Several management process and sources of information are required before a site plan can be written:

- Drivers
- Baseline information
- Niche
- System-wide plan
- Score card

It is helpful to follow a standard *site plan content outline*. This describes what is included and what will be part of the planning process.

Common Pitfalls of Site Planning

Most strategic/site plans have one or more of the following flaws:

- Goals and actions are too broad
- Have many priorities or no priorities
- Do not incorporate resources required to complete actions
- Focus only on the biophysical goals related to biological processes
- Are unable to assess “success” of efforts

5.4 SITE-LEVEL PLANNING PROCESS

Exercise 5.3 - Create a Site-level Planning Process for Your MPA

In the last session of today’s module, you will use what you have learned to create a site-level planning process for your MPA.

1. We will first review and discuss the necessary program design skills.
2. Then, focus on your own MPA and identify your desired outcomes in biophysical, socioeconomic, and governance categories.
3. Discuss with your neighbors and with the facilitators the most effective and efficient means to reach your identified outcomes, and create a planning process accordingly. Focus on strong causal links between the elements in your planning process.